

# LATIN NOTES

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No. 3

## MATERIAL FOR A COURSE FOR THE TRAINING OF LATIN TEACHERS IN SECONDARY SCHOOLS

The following has been prepared in response to repeated requests for a list of Service Bureau material which would be useful to the instructor of a course in the teaching of high school Latin, or to the Latin teacher in the field who desires to improve herself professionally.

It has been thought desirable to follow the numerical order of the items as given in the five leaflets containing lists of Service Bureau material available for circulation at the present date. Hence, the classification under topic heads is irregular.

Material appearing in the six volumes of LATIN NOTES is not included. A list of topics treated in these issues may be secured free of charge.

### I. ITEMS OF A GENERAL NATURE BEARING UPON THE SUBJECT OF A TEACHERS' COURSE

49. An outline for the second semester of a course for the training of Latin teachers. Deals with background material on the Romans, Caesar, Cicero, and Vergil.
66. A selected and classified bibliography of articles in the Classical Journal dealing with the teaching of Latin.
92. Outline of a laboratory course for the training of Latin teachers.
126. Brief bibliographies for students in courses for the training of Latin teachers.
144. Suggestions for major topics in a summer course for the training of Latin Teachers. Prepared for use at Teachers College in 1925.
161. A list of some of the newer studies dealing with the professional side of Latin.
173. Some definitions of education gathered from various sources.
208. Outline of points to serve as a guide for discussion in a course for the training of Latin teachers in a summer session.
265. The training of teachers: the problem of professionalized subject-matter. For loan only.
269. Part I of the Classical Investigation Report.
277. Adolescence—a bibliography.
313. A bibliography on the Junior High School Movement. Taken from the Manual for Junior High Schools, Bulletin 14, Department of Public Instruction, Harrisburg, Pa. 1927.
323. Bibliography of magazine articles on the Report of the Classical Investigation.
324. Bibliography of magazine articles on the teaching of Latin, covering the period of Sept. 1, 1923 to June 30, 1927.
330. Suggestions for major topics in a summer course for the training of Latin teachers. (An addition to 144).
- Supplement VII. A catechism for the progressive Latin teacher.
- Supplement XXX. What shall be the character of a course in college for the training of students preparing to teach Latin?
- Bulletin XIII. Latin in the Junior High School (1929).

### II. THE VALUE OF LATIN AND EDUCATIONAL ENDS OF THE STUDY

- 41 a. Why study Latin? Eight short papers from issues of the *Chicago Daily News*.
- 41 b. Short statements, by prominent men of our own times, on the value of the classics.
- 41 d. Shall we continue Latin and Greek in our schools? The U. S. Commissioner of Education, in this article, answers "Yes."
52. A list of objectives of the study of Latin, from the Report of the Classical Investigation.
53. Bibliography on objectives in the teaching of Latin.
55. Relative importance of 20 proposed objectives of the study of Latin, as shown by the votes of 1050 secondary teachers of Latin who filled out the General Questionnaire in cooperation with the Classical Investigation.
135. Aims in first year Latin.
154. The relative importance of the Classical and the Anglo-Saxon Elements in the English language—a concrete illustration in the form of a poster.
164. The classics in modern life.
165. A reasonable plea for the classics. For loan only.
177. Latin as a basis for the study of Spanish.
178. Latin as a basis for the study of French.
190. Some reasons why it pays to take Latin in high school. Suitable for use with non-Latin pupils in the eighth grade.
203. Four cuts, 6 x 4 inches, showing certain connections between the study of Latin and modern life. Suitable for the Bulletin Board.
268. The values of Latin in high school.
291. The place of Latin in the curriculum, an extended bibliography.
375. A list of articles concerned with the value of the study of Latin.
379. Is the French language indebted to Latin? A concrete illustration in the way of a reply.
- SUPPLEMENT XXIII. Latin as an aid to English.
- SUPPLEMENT XXIV. The value of the classics in training for citizenship.
- SUPPLEMENT XXIX. The relationship of French to Latin.
- SUPPLEMENT XXXIX. Some Latinisms in English.

BULLETIN VI. The influence of the Classics on English literature.

BULLETIN VIII. English and the Latin Question. One of the most concise and convincing statements of the value of Latin for an understanding of English classics that has ever been written.

### III. THE CONTENT OF THE HIGH SCHOOL LATIN COURSE

#### 1. CONTENT IN GENERAL

59. A selected bibliography on content in secondary Latin.
111. A tentative outline for a course of study in Latin for the Junior High School.
188. General principles underlying the course of study in the University High School at the University of Michigan and a summary of its content.
194. Principles underlying the Latin course in the Junior High Schools in Rochester, New York.
239. A student report on "A Combined Ovid and Vergil Course."
240. Latin for subnormal classes.
245. A selection and organization by semesters of collateral Latin readings.
266. A list of courses of study in Latin from various sources.
267. A course of study in eighth grade Latin.
276. Recommendations of the Latin Investigation Report regarding the content of the Latin course—a short summary.
282. Selections from classical authors recommended for content in the Latin course, beginning with the fourth semester. Copied from the Latin Investigation Report.
283. The Latin course in the High School at Atlantic City, N. J.
295. A course of study in Latin for the Junior High School grades. For loan only.
299. Course of study in Latin for the first year.
310. Outline of a six-year Latin course in Miss Spence's School, New York City.
312. Course of study in Latin for the eighth and ninth grades. Taken from the Pittsburgh High School Course of Study in Latin (1927), pp. 11-13.
318. Latin for the Junior High School; minimum achievement for grade 8-B. Contributed by the Curriculum Committee of Denver, Colo.
319. Latin for the Junior High School; minimum achievement for grade 8-A. Contributed by the Curriculum Committee of Denver, Colo.
331. The New York Syllabus for Ancient Languages (as revised and published in 1928). For loan only. May be bought for 20 cents from the State University, Albany, New York.
332. Report of the Sub-Committee on Latin. Undertaken in connection with a study of the curriculum by the North Central Association of Secondary Schools and Colleges. For loan only.
363. The first eight weeks in an Experimental Course in Latin.
364. A Nine-weeks Exploratory Course in Latin.

SUPPLEMENT XI. Reading content for the first two years; an analysis of some English texts containing "made" Latin or simplified classical Latin. Invaluable for the progressive teacher.

SUPPLEMENT XXXVI. A new Latin course for the Junior High School.

BULLETIN XIII. Latin in the Junior High School, 1929.

#### 2. FORMS AND SYNTAX

56. Forms recommended for intensive study, classified according to the various semesters of a four-year course. Taken from the Report of the Classical Investigation.
57. Principles of syntax recommended for intensive study, classified according to the various semesters of a four-year course. Taken from the Report of the Classical Investigation.

#### 3. VOCABULARY, WORD STUDY AND DERIVATION

3. Valuable publications for the construction of a one-year English-Latin course. A bibliography.
8. A convenient list of Greek prefixes, with meanings and examples in English.
9. A convenient list of Latin prefixes, with meanings and examples in English.

24. Names of boys and girls derived from Latin and Greek, with meanings of the Latin and Greek words.

37. Twenty-five interesting points about the classics—some derivation-stories, with other items of interest.

38. Some of the many English words containing pictures of Roman life or reflecting Roman ideas. A list of 78 words the derivation of which is to be looked up in a dictionary.

118. English words in High School Latin, taken from the Classical Weekly for March 12, 1917.

128. A list of terms derived from Latin which are used in the study of civics.

131. Latin words which appear in English with their Latin plurals unchanged.

154. The relative importance of the classical and the Anglo-Saxon elements in the English language—a concrete illustration in the form of a poster.

181. Words of classical derivation in common mathematics vocabulary.

279. Latin words and phrases in English, with concrete suggestions for use in the first year.

385. A list of Latin suffixes.

386. Words of Latin or Greek derivation used in Physics.

390. Bibliography for the study of English words derived from Latin.

SUPPLEMENT XXVI. Technical terms in high school science with their Latin and Greek derivations. Based upon a list of scientific terms.

#### 4. HISTORICAL-CULTURAL BACKGROUND

##### a) In General

49. The background of high school Latin adapted to the practical needs of the classroom. An outline for a teachers' course.

58. A classification of important topics dealing with the general subject of "Rome and the Romans."

359. The historical-cultural background of high school Latin.

##### b) For First Year

See items under f), g), and h).

##### c) For Caesar

75. Characteristics of Caesar as seen in his Commentaries.

79. Articles dealing with Caesar—bibliography.

100. A full outline for a debate: "Resolved, That Caesar's Methods were justified by his ultimate aims." Bibliography and page references.

132. Caesar's rules of strategy. Quoted from pages 47-48 in the introduction of Rolfe and Dennison's Latin Reader; published by Allyn and Bacon.

176. Some characteristics of the Gauls, a study based upon Caesar's Gallic War.

229. Fifteen anecdotes connected with Caesar; adapted from translations of classical authors.

360. The Romans in Britain—a short bibliography.

SUPPLEMENT V. Twenty interesting stories about Caesar; taken from translations of classical authors.

SUPPLEMENT XXVIII. Marcus Tullius Cicero—Citizen; also Caesar, Cicero, and Pompey.

SUPPLEMENT XXXII. Suetonius as a basis for visualizing the man Caesar.

SUPPLEMENT XXXIII. Dramatic incidents in Caesar and Cicero.

##### d) For Cicero

1. A summary of points to be remembered in regard to the government of Rome in the time of Cicero. Clear and concise information in outline form.

30. Catiline's Defiance. A selection from a dramatic poem by George Croly.

33. A full outline for a debate: "Resolved, That Catiline was justified in attempting to overthrow the Roman government."

80. Articles dealing with Cicero—bibliography.

81. Notes on the ethical content of two orations of Cicero commonly read in high school.

82. A simple account of legal procedure in a Roman court.

101. A full outline for a debate: "Resolved, That Cicero was courageous, sincere, and patriotic." Also, bibliography with page references.

104. Roman oratory. Some quotations from Cicero's Brutus, De Oratore, etc.

109. A detailed account of a meeting of the Senate.

110. A defense of Catiline.



116. Historical background of Cicero's oration for the Manilian Law.
117. Picture of Catiline.
120. The life of Cicero—an outline of topics for the inexperienced teacher.
140. Lecture notes on Cicero.
159. Social problems in Cicero's time.
219. A brief summary of the ethical ideas of Cicero's Catilinarian Orations I, III, and IV.
220. Some ideas regarding citizenship which are found in the Catilinarian Orations.
286. Cicero and his times; an outline for a class project.
335. Catiline's last battle. A selection for sight reading.
- SUPPLEMENT XIX. Interesting notes on certain points in Cicero's first oration against Catiline.
- SUPPLEMENT XXI. The human side of Cicero as shown in his letters.
- SUPPLEMENT XXVII. Political questions suggested by Cicero's Orations against Catiline.
- SUPPLEMENT XXVIII. Marcus Tullius Cicero—Citizen; also Caesar, Cicero, and Pompey.
- SUPPLEMENT XXXIII. Dramatic incidents in Caesar and Cicero.

**e) For Vergil**

(See also IV, 5.)

47. The ethics of Vergil as shown in the first six books of the Aeneid—a summary of vices and virtues.
85. The Inferno of Dante as a commentary on Vergil's sixth book of the Aeneid—an outline for the use of teachers.
221. A brief bibliography dealing with Troy and its civilization.
350. Popular legends concerning Vergil which were current in the Middle Ages.
366. A list of books which may prove interesting to readers of Vergil.
370. A student's report on "Aeneas as the model parent and as a Roman citizen."
- SUPPLEMENT II. Some allusions to the Aeneid in English literature.
- SUPPLEMENT III. A bibliography for the study of Vergil. Valuable for college instructors as well as for the secondary Latin teacher. (Now in process of revision.)
- BULLETIN XV. Vergilian Papers (Inspirational articles on Vergil.)

**f) Life of the Romans, Greeks, and Gauls.**

4. Characteristic Roman ideas with page references to books easily understood by young pupils.
16. What the high school pupil in Latin should know about the Romans. A list of ten important topics.
63. Roman Dress. A detailed account of all phases of Roman dress, including materials, jewelry, prices, a bibliography, index to illustrations, etc.
109. A meeting of the Senate—a detailed account.
119. How to make a toga—a quotation from Lillian Wilson's *THE ROMAN TOGA*.
139. Bibliography for Roman life, taken from W. B. McDaniel's *Roman Private Life and Its Survivals*.
160. Christmas and the Roman Saturnalia. Taken from *Ohio Latin News and Notes*.
171. How the Romans dressed—a pamphlet containing a simple account of Roman dress and many illustrations.
172. The Roman House, a booklet containing a brief account of the Roman house and many pictures.
199. A very brief but interesting summary of Greek literature, suitable for freshman college classes as well as for the mature high school pupil.
200. A brief but interesting account of Greek art, suitable for use in freshman college classes and for senior pupils in high school.
202. Roman Baths, a booklet with paper cover, containing a concise account of the Roman baths, together with illustrations.
205. A wall chart for recording collateral reading in the Junior High Schools of Rochester, N. Y.
207. Syllabus of topics for lectures on Greek civilization. Contributed by the Greek Department of Brown University. For loan only.
236. More about the Saturnalia: an article in the *Acta Latina* published Dec. 17, 1917, by the Latin Department of the University of Denver.

259. Syllabus of a course in Roman civilization. For loan only.
263. Pageant; a Roman Birthday. Reprinted from the *Classical Journal*, Dec., 1921.
264. Ten Roman recipes from Cato's *De Agri Cultura*.
278. A bibliography for collateral reading in English for first year Latin pupils.
284. Roman customs in modern life: an outline.
285. How a Roman spent his day: a short bibliography for a Latin Club. Quoted from *Pegasus*, a bulletin published by the Latin department of the John Marshall High School, Cleveland, Ohio.
292. Some rudely-cut inscriptions in the catacombs at Rome, used by the early Christians as a place of burial. (Easy to translate and full of human interest).
320. A characterization of the Romans under the headings of various topics as gathered from "Roman Society from the Time of Nero to Aurelius," by Samuel Dill.
352. A Roman peasant's dinner. Ovid's account interpreted for students of Domestic Science.
360. The Romans in Britain—a short bibliography.
369. Test questions on Roman private life—for students preparing to teach Latin.
388. The origin of the Saturnalia.

BULLETIN III. Guide to the Study of Roman Private Life: a bibliography with chapter and page references. Suitable for college instructors as well as for teachers in secondary schools.

SUPPLEMENT XVI. Passages in historical novels which are descriptive of certain features of Roman life. Selected and written for the use of teacher and pupil.

SUPPLEMENT XXXV. Features of Greek and Roman life; brief articles prepared by pupils in the Los Angeles High School and first published in the school magazine known as *Nuntius*.

**g) Roman and Greek Religion and Mythology**

11. A list of mythology illustrations, lantern-slide size, which may be obtained from George Swain, Ann Arbor, Michigan, for 10 cents each. (See also under VI, 2.)
12. A selected list of pictures dealing with classical mythology which can be obtained from Alinari, in Florence, Rome, and Naples, for about 12 cents each. (See also VI, 2.)
13. A list of photographs on postals, dealing with classical mythology, published by Chauffourier, Piazza di Spagna, Rome, for about 2½ cents each. (See also VI, 2.)
83. Books dealing with mythology which are suitable for young pupils—a bibliography. (See also VI, 1.)
84. Eighty-five quotations from English poetry to be memorized or used in other ways in the teaching of mythology.
105. What the high school pupils and the teacher should know about Roman religion. A brief summary, with bibliographies.
122. Going to Church in Rome.
354. A list of expressions of common occurrence which can only be adequately understood by a knowledge of classical mythology.

SUPPLEMENT XII. Some material from Warde Fowler's *Roman Festivals*, organized for the use of the Latin Teacher.

SUPPLEMENT XXII. A list of operas whose titles are based upon classical mythology.

SUPPLEMENT XXXI. A list of photographs and prints concerned with classical mythology.

BULLETIN IV. English poems dealing with classical mythology.

**h) Roman History and Legend**

25. Characteristic virtues of the older Romans. Twenty-four brief stories from Plutarch's *Lives*.
29. An outline of high points in Roman history—adapted from Westermann's "Story of the Ancient Nations."
195. Collateral reading in English dealing with the legends of early Rome—a list of books and page references.
- SUPPLEMENT IV. Famous stories about the Romans: fifteen easy Latin narratives (with pictures) suitable for sight reading in first year.
- SUPPLEMENT XIV. Easy Latin stories selected from English textbooks for use in the second and third semesters.

i) **The City of Rome, Archaeology, Etc.**

20. A list of photographs containing views of Rome; price, about 12 cents each. May be secured from Alinari, Rome.
21. A list of views of Rome on postals, price, about 3 cents each. May be secured from the Tourist Shop, Piazza di Spagna, Rome.
150. Archaeology for classical teachers.
243. Where some famous men lived in Rome: a summary of an article appearing in the *Classical Weekly*, March, 1, 1926.
- SUPPLEMENT XV. Some stories about the Roman Forum; a study prepared by students of the freshman and sophomore Latin classes of Teachers College of the city of Boston.
- BULLETIN VII. The Roman Forum: a 40-page pamphlet containing an interesting and non-technical account of the Forum from its beginning to the present, beautifully illustrated with fifty half tones. While keeping in mind the needs of classical students and teachers, the author has not lost sight of the interests of the cultivated layman.

#### IV. METHODS IN THE HIGH SCHOOL LATIN COURSE

##### 1. METHOD IN TEACHING—GENERAL DISCUSSIONS

17. Some reasons for my low mark in Latin—points for pupils to consider.
18. The real basis of interest in Latin. An article containing much sane and practical advice.
35. Playing fair—some points for the young teacher to keep in mind. A short article with detailed suggestions as to procedure.
112. Psychological principles of teaching used in the elementary schools, which may be applied to the teaching of Latin.
145. An improvement sheet for the Latin teacher.
158. Methods which I expect to use next year.
166. The first two weeks in the Latin class.
169. First aid letters—a symposium. (Includes 2 items, a and b.)
196. Two beginning Latin lessons illustrating the term "Functional Approach."
204. A list of Latin drill books; also charts.
270. Specific causes of failure in Latin. Reprinted from *The Bulletin of High Points*, March, 1926.
341. Attainment of ultimate objectives—suggestions for procedure. Quoted from the November *Classical Journal*, 1928.

##### 2. CONCRETE SUGGESTIONS ON FORMS, SYNTAX, VOCABULARY, TRANSLATION, HISTORICAL-CULTURAL BACKGROUND, AND MISCELLANEOUS POINTS

###### a) Forms

127. Some suggestions for making drill on forms interesting as well as thorough.
225. A simple device for teaching the tenses of the subjunctive. Taken from the *Classical Journal*, October, 1924.
262. The problem of drill: a practical suggestion.
288. Teaching the subjunctive mood.
358. Some suggestions for teaching forms and syntax in the earlier years of the Latin course.

SUPPLEMENT XL. Suggestions for teaching forms and syntax in the earlier years of the high school—a symposium.

###### b) Syntax

22. Teaching Latin grammar as an aid to English grammar and expression—concrete suggestions for the teacher's procedure.
26. A method of teaching participles. Very concrete and detailed.
97. Some suggestions for using English forms and syntax in teaching Latin forms and syntax.
187. Preparation for a lesson dealing with Ablative of Time. Taken from the *High School Teacher*, February, 1926.
196. Two beginning Latin lessons illustrating the term "Functional Approach."
224. An effective device for teaching the meaning of "Indirect Discourse." Taken from the *Classical Journal*, April, 1921.

228. Outline for a lesson on Extent of Time, to be taught in class by the question and answer method with no previous preparation on the part of pupils.

250. Mastering the participle. Quoted from an article in the *Classical Weekly*, Dec. 4, 1922.

287. Class room devices for teaching English grammatical forms and usage in connection with first year Latin.

290. Teaching clauses of result.

SUPPLEMENT XL. Suggestions for teaching forms and syntax in the earlier years of the high school—a symposium.

BULLETIN XIII. Latin in the Junior High School.

###### c) Vocabulary and Word Study

74. Some rules for teaching the spelling of English derivatives in connection with the teaching of Latin. (Compiled for use in the *Classical Survey*.)
76. A short bibliography of articles dealing with the teaching of vocabulary.
77. Types of derivative notebooks.
115. A list of words used ten times or more in the first six books of Vergil's *Aeneid*.
138. Pupil's weekly report card for recording English words derived from Latin.
180. Methods for teaching vocabulary in first year Latin. Ohio Latin Service Committee.
248. Suggestions for teaching vocabulary.
279. Latin words and phrases in English, with concrete suggestions for use in the first year.
280. General language as an objective of the study of Latin—practical suggestions for the teacher.
304. Methods of teaching vocabulary in first year Latin. Taken from *Classical Journal*, November, 1927.
349. Latin abbreviations in common use.

SUPPLEMENT XXIII. Latin as an aid to English.

###### d) Comprehension and Translation

- 40 a. On method in translation. A long article, with practical illustrations of the method advocated.
- 40 b. Translations—a course of procedure suggested. Quoted from the Pennsylvania syllabus.
- 40 c. How to attack the translation of a Latin sentence. A short article intended as a suggestion for the high school Latin pupil.
- 40 d. A concrete illustration for procedure in teaching a class to translate by the word order method.
72. A selected bibliography of method in the teaching of ability to read Latin.
233. A reading lesson in Latin for the first semester. Taken from the *High School Teacher*, November, 1926.
253. An interesting experiment: an attempt to discover the procedure of pupils in attacking translation. Quoted from the *News Letter* of the University of Idaho, Vol. VI, Number I.
275. Teaching pupils to translate.
281. Using translations: the hard way to study Latin. A teacher's message to her class.
298. Translation of English prepositions. Reprinted from the *Classical Journal*, Dec., 1927, pp. 222-223.
333. a. Reading Latin for comprehension. (For loan only.)
333. b. Teaching the comprehension of Latin. (For loan only.)
362. Learning to read in the Latin order. Reprint from the *Classical Journal*, Feb., 1929. (For loan only.)
380. Some classroom activities directed toward the attainment of certain knowledges, abilities and skills commonly regarded as necessary for the progressive development of power to read Latin as Latin.

SUPPLEMENT XXV. Various methods of sight reading concretely illustrated.

SUPPLEMENT XLIII. Our Latin reading method.

BULLETIN XVI. Training in Comprehension.

###### e) Historical-Cultural Background. (See cross references under III and IV.)

133. Suggestions for teaching Roman life in connection with first year Latin. Prepared for the Ohio Latin Service Committee.

###### f) Miscellaneous Points

###### (1) Supervised Study

- 98 a. A short bibliography on supervised study.
- 98 b. How to study—a bibliography.
- 98 c. A student committee report on supervised study.



(2) *Meeting Varying Ability*

- 36. A Private Initiative card.
- 67. The laboratory method—an illustration.
- 68. Meeting varying ability. A long discussion of the matter, with practical application to the teaching of Latin.
- 69 a. Meeting the problem of varying ability. Complete directions for one form of laboratory method.
- 69 b. A concrete suggestion for meeting the needs of the superior, the average, and the slow pupil in the same class. An account of procedure for two days with a first year class in a small high school.
- 70. Supplementary work for superior pupils. Suggested activities for meeting the needs of the superior pupil, classified under the headings of the various years of the high school course.
- 124. An exhaustive bibliography of the Dalton plan.
- 125. An exhaustive bibliography of the Winnetka plan.
- 197. Comments on the special grouping of Latin pupils and a mid-term Latin prognosis test.
- 247. How the problem of varying ability is met in the Senior High School at Lincoln, Nebraska.
- 258. Contracts in the teaching of Vergil.
- 355. Contracts for beginning Latin—the use of “blocks” and units.

(3) *Project Method*

- 23. Topics for a Roman life exhibit, with suggestions for working them out.
- 99. A short bibliography for the Project Method.
- 251. Significant points about the Romans: an outline for projects in the first and second years.
- 286. Cicero and his times: an outline for a class project.
- 340. A bibliography for the Project Method.

SUPPLEMENT XXXVIII. The Project Method in the teaching of Latin.

BULLETIN XIII. Latin in the Junior High School.

(4) *For the Socialized Recitation*

- 71 a. The socialized recitation—a bibliography.
- 71 b. The socialized recitation—a student committee report. Includes definition, advantages, necessities, and machinery.
- 71 c. An outline for discussion of the socialized recitation.
- 314. Contrast between socialized school work and formal school work. Taken from Manual for Junior High School, Bulletin 14, 1927. Dept. of Public Instruction, Harrisburg, Pa., pp. 93-94.

(5) *The Direct Method and Oral Latin.*

- 73. A short bibliography on the use of oral Latin and the direct method in general.
- 206. A vocabulary for the “Story of Cincinnatus.” Designed to accompany a colored wall chart and to serve as a basis for oral Latin in a first-year class.
- 389. Some Latin expressions for use in class.

3. FIRST YEAR

NOTE: It has been impossible to collect the suggestions for teaching First Year Latin under any one head. They appear under IV, 2 and elsewhere.

- 42. Practical suggestions for review work in the first year.
- 134. Devices and incentives in first year Latin. Prepared for the Ohio Latin Service Committee.
- 234. Problems in first year Latin and some suggestions for solution.
- 289. Making home work in the 7-A classes attractive.
- 322. Writing Latin in the Junior High School—suggestions for young teachers. Reprinted from Bulletin 1, Latin in the Junior High School, formerly published by the Service Bureau.

BULLETIN XI. First aid to the Latin teacher. A pamphlet containing suggestions for meeting the needs of the inexperienced instructor, prepared by Latin teachers in Washington, D. C.

BULLETIN XIII. Latin in the Junior High School.

4. CAESAR

- 39. How can we vary the Caesar work so that it may not become monotonous? A very valuable set of discussions by 5 experienced teachers.

- 79. A selected bibliography of articles dealing with the teaching of Caesar.
- 141. Illustrations of “problems” designed for review work in a Caesar class.

- 156. A simple and interesting account in English of Caesar's life, designed to afford material for the writing of Latin in the second year.

- 162. Idioms in Caesar and Cicero; an aid in composition and translation.

- 217. Suggestions for an inexperienced teacher of Caesar.

- 227. Practical suggestions for the Caesar teacher.

SUPPLEMENT XVII. Sight passages from the Caesar text (including several from the Civil War).

SUPPLEMENT XVIII. More sight passages from Caesar's Gallic and Civil Wars.

5. FOR CICERO

- 80. A selected bibliography of articles dealing with the teaching of Cicero.

- 142. Interesting Latin passages from the Life of Alexander the Great by Quintus Curtius Rufus. May be used to advantage in the third year.

- 147. Devices for teaching special parts of Cicero's orations. Contributed by the Ohio Service Committee. Contains a play in English.

- 155. A simple and interesting account in English of Cicero's life, designed to afford material for the writing of Latin in the third year.

- 162. Idioms in Caesar and Cicero: an aid in composition and translation.

- 305. Written lesson to test the pupils' understanding of the background of the Catilinarian Orations.

- 321. Questions in Latin to test the knowledge of content of the fourth oration against Catiline.

SUPPLEMENT XIII. Cicero's literary style as a basis for the study of English expression.

SUPPLEMENT XLI. Cato's Distichs. Excerpts from moral couplets associated with Cato, perhaps useful as sight reading.

6. FOR VERGIL

- 15. Outline for a Vergil illustration book of 100 pages.
- 136. Some experiments in teaching Vergil. Prepared for the Ohio Latin Service Committee.

- 261. Some suggestions for scansion. Reprinted from the Texas Latin Leaflet, No. 9.

- 293. The topical method in the study of Vergil,—quotations from an article published in the Classical Journal, Feb., 1908.

- 306. A written lesson for a review of rhetorical figures in Vergil.

- 346. Plan for a Vergil notebook.

- 367. The teaching of the Aeneid in 1930.

- 384. Greek proper names in the first six books of the Aeneid, with sample declensions.

SUPPLEMENT I. English pronunciation of proper names in the Aeneid.

BULLETIN XV. Vergilian Papers (certain passages).

BULLETIN XVII. The teaching of Vergil (in process of preparation).

V. LATIN TESTS

- 43. A bibliography of Latin tests, with descriptions, prices, and publishers of each.

- 113. An examination for the Vergil class.

- 121. Mental measurements (includes 2 items, a and b.)
  - a. Bibliography of articles dealing with mental measurements.

- b. An explanation of technical terms used in tests.

- 198. A True-False test for comprehension, based upon the third chapter of the Oration for Archias. Prepared in connection with a class for the training of Latin teachers at the University of Minnesota.

- 232. Types of Objective tests illustrated by examples.

- 302. Latin tests for the eighth grade.

- 303. Latin tests for the ninth grade.

- 307. A test on word order.

- 369. Test questions on Roman private life—for students preparing to teach Latin.

- 371. A Latin test to be given at the end of the “tryout” course in grade 7.

## VI. CLASSROOM EQUIPMENT

### 1. BOOKS

83. A list of books dealing with classical mythology which are suitable for young pupils.
- 86 a. Roman private life—page references to books which should be in the libraries of larger high schools, classified under the heading of important topics.
- 86 b. Roman government and politics. Classified references to books which should be in the libraries of larger high schools.
211. A selected list of books for the library of a classical teacher.
256. A list of Latin textbooks for use in secondary schools, published in 1926 and early 1927.
296. A list of Latin textbooks published in 1927 and announcements of those appearing early in 1928. (A list also for 1929.)
329. Desirable books for the library of secondary schools where Greek and Latin are taught. Taken from the 1928 revision of the N. Y. State Syllabus for Ancient Languages, published at Albany; pp. 81-94.
336. A list of Latin editions of the Bible, obtainable from American publishers.
353. A list of Latin readers roughly classified for use:
  - I. In first and second years
  - II. In third and fourth years
366. A list of books which may prove interesting to readers of Vergil.

SUPPLEMENT X. List of books and other equipment interesting to Latin teachers.

BULLETIN V. A list of classical books; interesting primarily to college instructors, but of value also to teachers in the high school. Compiled largely from the *Publishers Weekly* for 1926.

### 2. PICTURES

11. A list of mythology illustrations, lantern slide size, which may be obtained from George Swain, Ann Arbor, Michigan, for 10 cents each.
12. A selected list of pictures dealing with classical mythology which can be obtained from Alinari in Florence, Rome, and Naples, for about 12 cents each.
13. A list of photographs on postals, dealing with classical mythology, published by Chauffourier, Piazza di Spagna, Rome, for about 2½ cents each.
19. A list of pictures of Roman life by E. Forti, price about 50 cents each. May be secured from Alinari, Rome.
20. A list of photographs containing views of Rome; price, about 12 cents each. May be secured from Alinari, Rome.
21. A list of views of Rome on postals; price, about 3 cents each. May be secured from the Tourist Shop, Piazza di Spagna, Rome.
48. Information regarding pictures useful to the teacher of secondary Latin.
51. A convenient index for an equipment book. Will simplify the listing of available equipment.
117. Picture of Catiline.
174. Inexpensive pictures which may be secured from the Metropolitan Museum of Art, New York City.
326. An 8-page illustrated catalog of wall charts, models and maps for the use of Greek, Latin and Ancient History teachers. Since most of the material must be imported, it is convenient to know that a New York dealer either has this in stock or can obtain it shortly.
347. Miscellaneous notes on models of Greek and Roman objects.
365. Colored postcard of Chester—the walled city.
373. The Trojan Horse—a print (3 x 5 inches).
376. A selection of prints useful to pupils and teachers of Vergil, as found in the catalogues of the following companies: Perry, Thompson, Brown, University Prints, and Turner Picture Study.

SUPPLEMENT X. List of books and other equipment interesting to Latin teachers. (Pictures, including charts and slides; also maps.)

SUPPLEMENT XXXI. A list of photographs and prints concerned with classical mythology.

BULLETIN II. Pictures for the classical teacher.

## VII. SUPPLEMENTARY MATERIAL

### (PLAYS, SONGS, GAMES, STORIES, ETC.)

44. A list of Latin plays, with prices and publishers.
45. A list of Latin songs, with prices and publishers.
87. The Slave Girl—a play in English.
88. In Gallia. A 10-minute play concerned with two high school boys in France, one of whom has studied Latin.
89. Bona Dea. A very easy Latin play for Junior High Schools.
90. Cordelia. A very easy Latin play for Junior High Schools.
91. An outline for a program—a burlesque of the story of Aeneas and Dido, entitled "Very Tragical Mirth."
96. Stamps with Latin legends. A list with catalogue numbers, prices, and Latin legends.
103. Some Latin songs set to familiar tunes.
108. A poem for the bulletin board—"Is Latin Queer?"
114. A visit to a Roman house—easy Latin narrative.
143. A short list of Latin papers published in various high schools.
146. Games for Latin Clubs.
151. Two Latin plays based on the text of Ovid. Loan only.
152. An old Roman game, taken from the *Classical Journal* for March, 1916.
155. A simple and interesting account in English of Cicero's life, designed to afford material for the writing of Latin in the third year.
163. Some paragraphs about Christmas written in easy Latin. Taken from the *Classical Weekly*, Feb. 16, 1920.
183. Two Latin Playlets. Taken from the *Classical Weekly*, Dec. 13, 1920. Suitable for the first half of the year.
184. The Gifts of Mother Lingua. Taken from the *Classical Journal*, October, 1923.
185. A list of plays in English suitable for Latin programs. Taken from the *Classical Journal*, October, 1925.
193. The Judgment of Paris—a very short play in English.
209. Three short Latin plays for Junior High School.
210. The Beleaguered Camp, a Latin play based upon Book V, Chapters 24-52 of Caesar's Gallic War.
222. Presentation of simple Latin plays.
226. Stories in Latin written by pupils who had studied the language less than two months. Suitable for sight reading and interesting to teachers in the way of suggestion.
231. Exitium Caesaris, a Latin play. Taken from the *Classical Journal*, Dec., 1920.
235. A list of Latin mottoes.
242. A day without Latin—a playlet for the beginning Latin class.
249. A pageant entitled "Mother Ducere." Taken from the *Classical Journal*, Nov., 1921, p. 101.
252. Suggestions for an Easter program in the form of a Latin dramatization. Taken from "A Primer of Medieval Latin."
254. A list of dances and drills. Reprinted from the *Classical Journal*, volume 19, pages 113-116.
257. Tournament number of the Texas Latin Leaflet, No. 19.
263. Pageant: a Roman Birthday. Reprinted from the *Classical Journal*, Dec., 1921.
271. A Strange Book: ten-minute play dealing with English derivatives from Latin, written by a pupil, eleven years of age, in the schools of Jacksonville, Florida.
272. The Schoolboy's Dream.
274. Material for a Roman pageant; eleven characters from Roman life with a short speech in Latin for each one.
294. Officium Stellae—a play suitable for presentation at Christmas. From a Primer of Medieval Latin.
300. A Roman evening with a Cicero class—an easy Latin play.
337. Conundrums for the Latin Club.
339. Bibliography of games for use in teaching Latin.
342. Cloelia, a famous legend in the form of a story for girls.



343. Julia et Pirata Malus. A dramatization in Latin.
356. The Delphic Oracle—an evening's entertainment.
361. Ludus Romanus—a Latin play for boys at the end of the first term.
368. The story of Philemon and Baucis, dramatized in English.
374. "O Fons Bandusiae," set to music.
377. Picture of "Dancing Girls" in classical costume. Reproduced from the Nuntius, published by the Latin Department, Senior High School, Rock Hill, Arkansas.
378. In Honor of Vergil—a playlet for 11 girls.
381. A Trojan Festival—a pageant for boys.
382. Saturnalia—A Latin play.
383. Juno tries to change the decrees of Fate.—A one act playlet based upon the episode from Vergil's Aeneid.
387. Vergilian programs for pupils who are not studying Vergil.

SUPPLEMENT VIII. Latin cross-word puzzles.

SUPPLEMENT IX. Latin Grammar Speaks—an operetta.

SUPPLEMENT XLII. L'Adoration des Mages (Adoratio Magorum). A Latin Mystery Play.

SUPPLEMENT XLIV. A Vergilian Fantasy.

BULLETIN IX. Paris of Troy: a pageant play.

BULLETIN X. Costumes for classical plays—some suggestions for teachers.

BULLETIN XIV. Dido and Aeneas—a pageant.

### VIII. CLUBS

#### (PROGRAMS OTHER THAN THOSE SUGGESTED IN VII)

6. Suggestions for a classical program. Nineteen concrete suggestions.
23. Topics for a Roman life exhibit, with suggestions for working them out.
30. Catiline's defiance—a selection from a dramatic poem by George Croly.
33. A full outline for a debate: "Resolved, That Catiline was justified in attempting to overthrow the Roman government."
- 94a. Some details about a Roman banquet.
- b. Directions for serving a Roman banquet.
- c. An account of a Roman banquet given by a classical club.
100. A full outline for a debate: "Resolved, That Caesar's methods were justified by his ultimate aims." Also bibliography with page references.
101. A full outline for a debate. "Resolved, That Cicero was courageous, sincere, and patriotic." Also bibliography with page references.
102. Suggestions for a Caesar model exhibit, with references to illustrations that can be used as guides.
129. Directions for a classical club program entitled "Living Statues."
130. Roman Water Carriers: a simple dance for four girls.
143. A short list of Latin papers published in various high schools.
157. Classical club programs from the Eastern High School at Baltimore.
168. Notes on classical clubs in New York City.
189. Constitution of a Latin club at the high school in Englewood, Colorado.
212. Two programs for classical clubs taken from the Classical Journal for April, 1918, and March, 1922.
223. Suggestions for those who are in charge of the Latin newspaper; a few friendly hints. Taken from the Classical Journal, November, 1924.
246. Additional Latin words useful to editors of Latin newspapers.
252. Suggestions for an Easter program in the form of a Latin dramatization. Taken from "A Primer of Medieval Latin."

297. Bibliography of articles helpful in preparing entertainments for Christmas. Taken largely from the Classical Journal, December, 1927, p. 221.

317. Suggestions for a Valentine's Day program.

325. A bibliography for Roman banquet. Reprinted from the Classical Journal, February, 1926.

327. A program for a school assembly.

328. An "Open House" in the Latin Department.

338. Suggestions for a Latin club.

351. Supplementary activities of interest to Latin clubs.

352. A Roman peasant's dinner. Ovid's account interpreted for students of Domestic Science.

SUPPLEMENT VI. Programs for classical clubs—a summary of some accounts in the Current Events Department of the Classical Journal.

BULLETIN XII. Latin Clubs. This is by far the most elaborate treatment of the subject of the Latin club that has appeared in any one pamphlet or book.

### A PARAGRAPH FROM A "LETTER TO LATIN TEACHERS"

A Supervisor of Ancient Languages in an Eastern state occasionally sends out a letter to the Latin teachers. The following lines appear in the last issue, and since they contain a suggestion of great interest, they are reprinted in LATIN NOTES.

"Aside from the improved teaching that may be expected from the increasingly better professional preparation of Latin teachers and aside from the discontinuance of the too common practice of assigning teachers to Latin classes for expediency, rather than special fitness and preparation, the best way to retain a large enrolment in Latin seems to be "to catch them young." If we can have Latin taught in the last half of the eighth grade for five times a week by *competent* Latin teachers, we can spread out the work of the first year over three semesters, progress more slowly, offer an enriched course for those who will profit by it, make Latin more interesting for everyone and give a much more thorough foundation than is usually possible at the present time. The eighth grade is the logical place for special emphasis upon stories of the Romans, mythology, English grammar, Latin in advertisements, word-study, and many other features that will lend great interest to and lay a foundation for the formal Latin that must come later; when the more formal study of classical Latin begins, these features must be subordinated to their proper place and proper time allotment as a part of the regular work. The eighth grade work, however, must contain a reasonable amount of formal Latin if it is to serve its purpose as a foundation for continuing Latin or for prognostic purposes. Elimination here is a far less serious matter for adjustment than after the ninth grade work has begun."

### BOOKS AND PAMPHLETS

Dido, Queen of Hearts. By GERTRUDE ATHERTON. Published by Horace Liveright, New York City, \$2.50. While the author sometimes departs from the account as given in the Aeneid, this novel as a whole presents in an interesting fashion the story of Dido and Aeneas.

The Lost King. By MRS. HELEN C. CREW. A new story with a classical background by the author of "The Trojan Boy." Published by The Century Company, New York City. \$1.75.

Guide Illustré des Campagnes de César en Gaule. By L. A. CONSTANS of the University of Paris. Published in French by the Guillaume Budé Association, Boulevard Raspail 95, Paris. Price, 12 francs. Will be imported by G. E. Stechert, 31 E. 10th Street or Brentano, 1 West 47th Street, New York City. This is a paper bulletin of 132 pages, containing maps and accounts of Caesar's campaigns in Gaul. It will be helpful to anyone who wishes to visit Caesarian sites in France. The editors have asked the Bureau to recommend a scholar who can translate it into English.

Humour in Varro and Other Essays. By HARRY E. WEDECK. Published by Basil Blackwell, Oxford, England. (1929). Price 6 shillings net. Will be imported by Brentano, New York City.

Magic Spades; The Romance of Archaeology. By R. V. D. MAGOFFIN and EMILY C. DAVIS. Published by Henry Holt and Company, New York City, \$5.00. "I know of no better and more up-to-date, brief, popular account of the recent great finds of archaeology for the cultured public," says David M. Robinson, Johns Hopkins University.

Vergil—Prophet of a New World. By ANNA P. MACVAY. American Classical League or Service Bureau for Classical Teachers. 10 cents.

Pronunciation of Greek and Latin Proper Names in English. Arranged by EARL LE V. CRUM. Published by the American Classical League, New York University, University Heights, New York City, 10 cents.

## ANNOUNCEMENTS

In view of several queries that have come to the Service Bureau concerning the possibility of procuring in this country copies of the music on Vergilian themes mentioned in the October issue of *LATIN NOTES*, we would announce that the firm of *Carl Fischer, Inc.*, Cooper Square, New York City, will import upon request any European compositions.

"Tabulated Latin Grammar" by JOSEPH LAPIDUS presents in the form of a small bulletin a tabulation of important Latin forms and syntactical constructions. Price 75 cents. Certain parts are also printed separately on small cardboard charts which sell for 20 cents. Address the author at Fox Street Station, Box 21, New York City.

The Eastman Educational Slide Company of Iowa City, Iowa, announce that a new set of slides entitled "Vergil and His Times" will be ready by January first. This may be rented for \$5.00 plus the cost of transportation or purchased for \$30.00.

The Vergilian Map is now off the press and may be secured from the American Classical League office at New York University, New York City, by the payment of \$1.00. However, in case one is not a League member the price is \$2.00. The interesting designs and the beautiful coloring of the map must be seen to be adequately appreciated.

The Bureau of University Travel, Newton, Massachusetts, has issued an elaborate circular, giving concrete details in the way of information regarding the Vergilian Cruise.

A quotation from a letter received from the Temple Tours Company, Boston, Mass.

"The rest of the tour is concerned with Caesar's Gallic wars. In a 13-day automobile circuit from Geneva we shall trace the campaign against the Helvetians, including the pass from Turin to the Rhone valley by which Caesar came to the attack; then a detour to the cities of transalpine Gaul; the route via the Cevennes by which Caesar came to join his legions before the Vercingetorix campaign; then a visit to the battlefields of the Helvetian campaign above Lyons and on Montmort. Turning westward we follow the Vercingetorix campaign in the region of Gergovia, Gorgobina, Nevers, and Bourges, then the final battleground at Alesia near Dijon with a side trip to Besancon.

We want the best man in America to head this tour, a man who knows Caesar's campaigns and who has been over a fair amount of the route as laid out above. Can you recommend one or two likely men, or, if you think it wise, could you insert in the next edition of the *LATIN NOTES* a notice that we would like to get in touch with such a man?"

ALBERT BAILEY, Park Square, Boston.

## MATERIAL FOR DISTRIBUTION

### I. In Mimeographed Form

This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The numbering is continued from the November issue of *LATIN NOTES*. Leaflets I-II, III, IV, and V, containing a complete list of material available for distribution at the beginning of the school year, may be secured free of charge.

385. A list of Latin suffixes
386. Words derived from Latin or Greek which are used in Physics. Compiled by HORATIO N. CHUTE, formerly an instructor in the High School of Ann Arbor, Michigan.
387. Suggestions for Vergilian programs for pupils who are not studying Vergil.
388. The origin of the Saturnalia. By MARGUERITE KRETSCHMER.
389. Some Latin Expressions for Classroom Use, adapted from "Latin in the Class Room," by SELATIE E. STOUT. Published by the Indiana Bookstore, Bloomington, Ind., in 1917.
390. A bibliography for the study of the derivation of English words. By DR. LILLIAN LAWLER, Hunter College, New York City.

### II. Latin Notes Supplements

The 44 supplements now in stock may be secured as single issues. Titles are printed in the five Leaflets which contain the list of material available for circulation by the Service Bureau.

### III. Bulletins

For titles of numbers I-XIV, see previous issues of the *NOTES* or Leaflets I-V.

- XV. Vergilian Papers. Inspirational articles dealing with Vergil and his works. Contributed by six Professors of the Classics and three authors of prominence. Price 20 cents.
- XVI. Latin Prose Passages for Comprehension at Sight. Prepared by the Latin Conference of the Private School Teachers Association of Philadelphia and Vicinity. John F. Gummere, Chairman. Price 10 cents; 5 cents for quantities.
- XVII. The Teaching of Vergil (in process of preparation).